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TO THE TEACHER

Architecture is a learning center within a book. The first part of each section of the book gives you, the teacher, in-depth background information on the subject to be studied. A generous bibliography gives easy access to rich resources for your classroom. We hope you'll add to this list resources of your own: posters, music, filmstrips, and artifacts that will excite your students about architecture. Designate a special section of the classroom with chairs, tables, the resources, and bulletin boards and give ample time for browsing.

Several student assignments are included in each section. Select assignment cards that fit the ability level of the students. Reproduce the assignments, then cut each one out separately. Glue each assignment onto a piece of colored tagboard that has been cut in a shape of your choice. Create a shape to fit the subject or, better yet, have your students create the pattern shape. You decide how many of the assignments each student should complete, then let the students select their own based on their interest and enthusiasm. A real value for the students is to have the opportunity to read and consider many of the assignments and then choose their own. They will learn as they read and perhaps find a new interest or direction to pursue.

Effective Use of *ARCHITEXTURE*

This book contains a wealth of information that the teacher and the students can draw on, as well as a variety of tasks to facilitate student learning. As with any method or the use of any tool, the end result or product depends on correct and careful use. These pages are designed to help teachers enhance and facilitate students' learning. The following are offered to this end:

1. Review the tasks provided to check for skills that need to be taught before beginning the unit. For example, many students do not know how to evaluate according to criteria. Therefore, the teacher's task is to provide information and practice in developing criteria and using them to evaluate ideas. Rank ordering and providing reasons to support the order may be new to students; comparing and contrasting, which requires finding similarities and differences, may also need to be taught.
2. The purpose of the tasks is to require students to process information or to use the higher levels of thinking. A knowledge base is critical to higher-level thinking, and the teacher must establish that students have sufficient information on the topic before they choose tasks.
3. The tasks in this book are based on Bloom's Taxonomy of Cognitive Objectives, which is a hierarchical model. A hierarchical model of thinking requires a sequential movement

through the steps, as each level builds on the preceding one. While disagreement exists regarding whether evaluation requires a higher level of thinking than synthesis, students must recall, understand, and be able to apply and analyze information and concepts before they can engage in synthesis or evaluative thinking. Requiring students to complete a task at each level is not necessary if the teacher employs some means to ensure the existence of the necessary depth of understanding.

4. Evaluation of student learning, progress, and products is important. Such evaluation should provide the student, teacher, administrator, and parent with information about the learning that is occurring. One way to evaluate is for the teacher to develop general criteria for all students, based on district and program goals, and allow each student to develop (usually in conjunction with teacher and perhaps parent input) specific criteria that he or she wants to have included in the evaluation. When possible, the evaluation should include persons in addition to the teacher and the student. Other school personnel or community members may be appropriate for the evaluation of some products.
5. A synthesis of each topic covered in this book is provided and may be used as background information for the teacher and/or students. Gathering an abundance of other resources is critical to the successful use of this book. Students need the experience of gathering information from a variety of sources, especially if the sources differ in viewpoint or even "facts" presented.
6. In each section, the particular type of shelter discussed could be used in a learning center, or copied for each student for extra work in class or to take home.
7. At the end of each section is a list of suggested vocabulary words that have appeared in bold type in the text. Have students look up and write the definitions of the words and use them in the context in which they are used in the text. A glossary of all definitions appears in the back of the book.
8. Many of the tasks and suggested products herein are oriented toward verbal expression. Encourage students to find other ways to illustrate their ideas or what they've learned; ways that reflect their personal learning styles or modes of expression. Additionally, encourage them to use a variety of media to express themselves and to be (or become) risk-takers in occasionally choosing the unfamiliar.

Good Luck—may you and your students learn and grow from the use of these materials!

CAVES

BACKGROUND INFORMATION

For more than a million years, people made their homes in **caves**. The early cave dwellers were hunters and food gatherers; therefore, they did not need permanent **shelter**. They chose the cave primarily as a shelter from the elements and predatory animals. However, shelters soon began to serve another function. A shelter became a place where food could be stored, weapons built, a fire kept burning, and most important, a place where children could be raised safely.

Early people had to use the few materials available to them to build shelters. Tools were mostly made from crudely chipped stone. There were no means of transporting stone or timber great distances.

Some caves appear to have housed an organized life. The earth was piled into hard mounds, perhaps to be used as a base for a bed. Food was stored in **niches** that were hollowed out of the walls. Usually huge stones covered the mouth of the cave; they were probably rolled across the opening at night to protect the cave dwellers from intruders.

The walls of the caves were often decorated with paintings. The paintings depict animals and scenes of hunting, fighting, and dancing. These early paintings were done in rich earth tones. It is believed that the paintings were used as a form of magic. The hunter may have felt that if he painted the animal, he would have some sort of power over it.

In addition to caves, people carved their homes from solid rock in numerous regions. In central Turkey are the spectacular Cones of Cappadocia. Here man and nature combined to produce a wondrous landscape of natural cones and **minarets** sculpted by erosion, then hollowed into shelter. Cappadocians carved entire cities, one to a depth of 265 feet and another to the depth of a 16-story skyscraper.

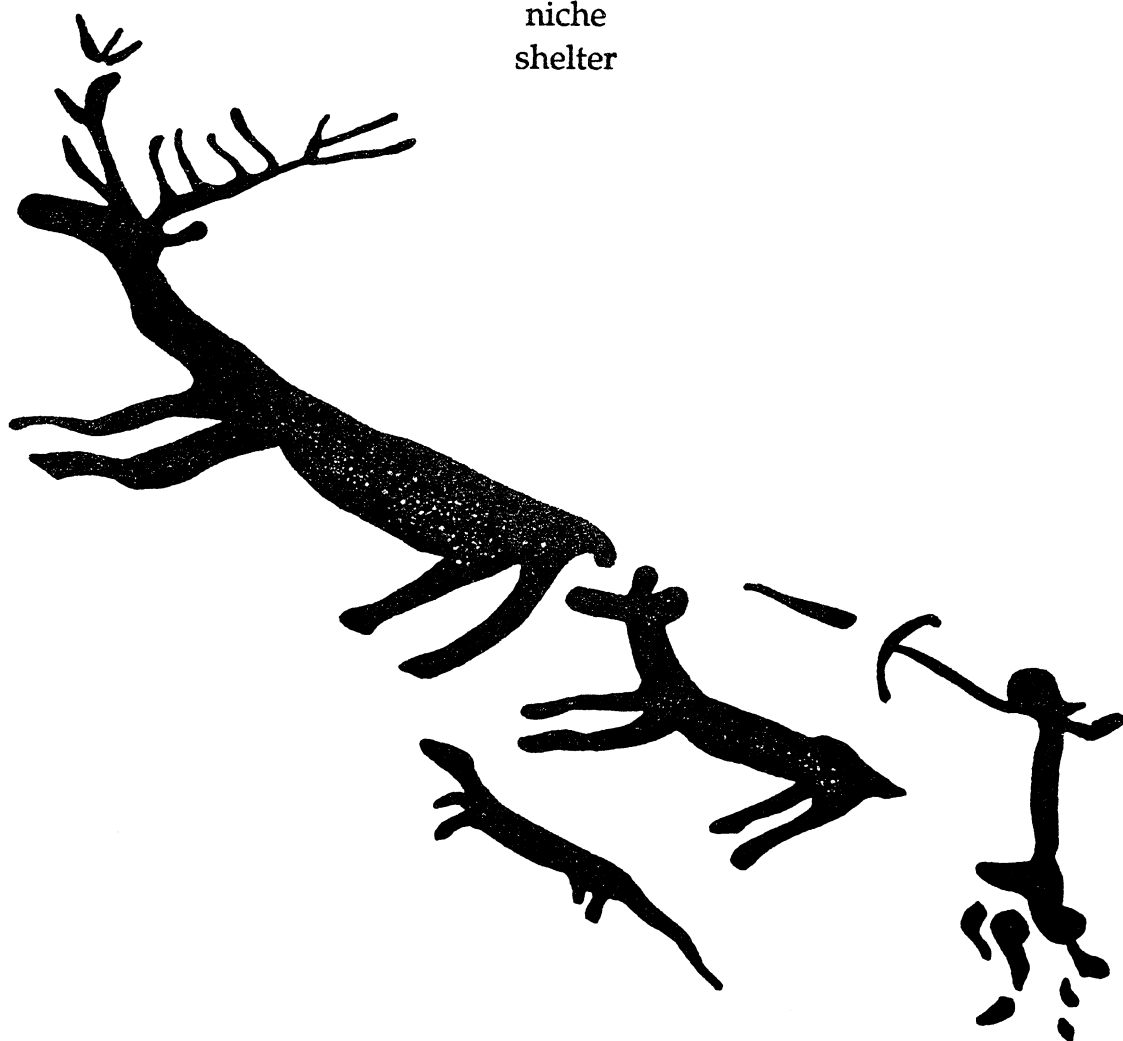
Vocabulary

cave

minaret

niche

shelter



**CAVES
Knowledge**

Name some of the crude tools used by primitive people.

**CAVES
Application**

Report how the cave people's tools were used for construction and other tasks.

**CAVES
Analysis**

Develop a list of caves. Put those that are alike in some way together. Label these groups. Locate the caves you listed on a map. Color code the location of similar caves.

**CAVES
Evaluation**

List five reasons people stopped living in caves. Determine which of these you believe is the most important. Share this belief and your reasons with the class by developing an original and unique presentation.

ACTIVITIES

Task cards are based on Bloom's Taxonomy of Cognitive Objectives. The graduated size of the cards relates to the expanded thinking levels.

**CAVES
Synthesis**

Create a series of articles for a newspaper based on what the cave people ate, their clothing, their art, and any other information you have gathered.